Indiana Department of Education
SUPPORTING STUDENT SUCCESS

New Program Assessment Rubric

Program Reviewed_____

Reviewer_____

Date_____

Directions: The rubric provides descriptions for exemplary and inadequate programs. Programs may fall somewhere between these two categories which would result in a score of 2. If the proposal did not provide adequate information or evidence addressing a strand, a 0 should be scored. All proposals should be first reviewed independently.   A review team meeting will be scheduled at the end of the independent reviewing time. Completed rubrics should be brought to the team meeting where consensus on each item will be sought. Any strand the review team determines to have a score of 1 or 0, will need to be revised and resubmitted before a recommendation will be given to the DPS Advisory Board.

Standard 1: Rationale – There is a clear statement justifying the request for new program approval. The statement defines the need for the program, purpose it is to serve, and assumptions upon which it is based.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
1.1	Program Description	Program is innovative and designed to meet needs of 21st C candidates for this content area. Program may include promising "out of the box" approaches to teacher preparation.		Program does not appear to meet the needs of the 21st C candidate for this content area. Program may appear to be standing on tradition more than current ideologies or on best practice.			
1.2	Summary of Conceptual Framework	CF draws on latest research to define foundation for which program is based. Program may reflect progressive approaches that challenge the status quo.		Primary references are all over 10 years old and may be founded on past educational ideals.			
1.3	Needs Assessment Data	Data clearly identifies need for licensure program and has established LEA relations or defined state needs in order to ensure local and/or state needs will be fulfilled.		Data does not adequately support need for new program.			

Standard 2: Curriculum – The program of preparation reflects a systematic design with an explicitly stated philosophy and objectives.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
2.1 – initial programs only	Matrix aligning initial programs to appropriate standards education	Program aligns to state approved standards and provides candidates with knowledge specifically relevant to 21stC candidates. General education, professional education and content preparation must be included for initial programs.		Program does not ensure all essential pedagogy and state standards are adequately addressed and assessed. Program may not be streamlined[1]. Excessive coursework may be required.			
2.2 – advanced programs only	Advanced programs align to appropriate State standards	Program addresses and assesses appropriate state or national standards for this licensure area. Coursework is streamlined and specifically relevant to 21st C candidates.		Program does not ensure all appropriate state or national standards are addressed and assessed for this licensure area. Program may not be streamlined. Excessive coursework may be required.			
2.3	Program outcomes aligned to key assessments	Outcomes and summative assessments are clearly aligned to approved standards, CF and are performance based. Outcomes rely completely on content knowledge and on P-12 student outcome data to determine candidate effectiveness.		Outcomes and summative assessments do not illustrate clear alignment to standards, CF and may not be adequately performance-based. Outcomes and key assessments do not appear to be focusing on content knowledge and/or P-12 student learning outcomes.			
2.4	Required courses	Proposal includes list of course titles, course descriptions, and credit hours.		Program does include complete list of course titles, course descriptions and credit hours.			

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[1] Streamlined program is hereby defined as a program in which all required coursework is value-added.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
2.5	SBRR reading	Program clearly includes SBRR reading appropriate to the developmental level of the program. Conceptual frame for reading approach draws on SBRR research. Program collects data and can document candidates are successful in application of SBRR reading with P-12 students.		Program approaches reading from a theoretical orientation in conflict with the reading standards. Whole language and/or balanced literacy approaches when direct instruction of SBRR isn't included do not reflect state standards. Candidates may not have sufficient opportunity to apply SBRR reading with P-12 students.			
2.6	Technology integration	Program includes current digital tools, but also assists candidates in cutting edge technologies. Use of technology is used to improve teacher effectiveness and achieve meaningful P-12 student outcomes. Program ensures candidates can apply content knowledge for this area in virtual, or hybrid environments.		Program appears to provide limited experience with use of technology with P-12 students. Program does not appear to assist candidates in developing competency with a variety of digital tools and resources to improve teaching effectiveness. Candidates may have limited opportunities to develop competencies in multiple learning environments including virtual and/or hybrid.			
2.7	Cultural Competency	Program includes preparation in cultural competency including use of knowledge concerning individuals and groups to develop specific practices, and attitudes in appropriate cultural settings to increase student academic performance. Program should ensure candidates are able to function effectively in cultural contexts which differ from their own. Program includes effective teaching and learning practices grounded in an awareness of cultural context and the strengths students bring with them to school.		Program does not ensure all candidates are adequately prepared in culturally responsive instruction and are culturally competent enough to be effective teachers. Color blindness, cultural celebrations at designated times of the year and Making assumptions that all students from one culture operate in similar ways and have had similar experiences are not components of cultural competence.			

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
2.8	Assessment	Program includes preparation in formative and summative assessments, progress monitoring, state and national level assessments (Ex: ACT, SAT) appropriate to developmental level, ability to read state assessment reports and student growth model data.		Program lacks preparation in at least one of the following areas; formative, summative, progress monitoring, state/national level assessments appropriate to developmental level, ability to read state assessment reports and/or student growth model data.			
2.9	Syllabi for required courses	Required courses are streamlined, progressive and model innovative pedagogy. Course materials and assignments are strategic, rigorous and target skills required of 21st C teachers. Syllabi include: • Course objectives and goals • List of required texts with citations • Outline of class schedule • Description of required assignments • Sample of 2-3 assessments Delivery method is delineated (virtual, traditional, hybrid) in syllabi	Required courses are progressive and model effective pedagogy. Course materials and assignments are rigorous and target skills required of 21st C tchrs. Syllabi include: Course obj and goals. List of required texts with citations. Outline of class schedule. Description of required assignments. Sample of 2-3 assessments. Delivery method is delineated (virtual, traditional, hybrid) in syllabi.	Syllabi do not reflect all required components. Courses may not model effective pedagogy. Materials and assignments may be outdated. Delivery method may not match assignments/assessments appropriately.			

Standard 3 Clinical and Field Based Experiences – In Indiana, supervised clinical experience is defined as a university employed adjunct or faculty member assigned or contracted with to provide feedback to candidates based on observation of a candidate's performance in a school setting. School based partners for initial programs (commonly referred to as cooperating teachers) do not count as supervisors of clinical experiences for this section. For non-IHE programs, supervised clinical experience is defined as non-IHE employed personnel who have teaching expertise that is contracted with to provide feedback to candidates based on observation of a candidate's performance in a school setting.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
3.1	Purpose	Proposal includes a clear description of opportunities and expectations for candidates within the CFE to work collaboratively with colleagues, with an emphasis on helping all students[1] learn, how the CFE and resulting feedback will enhance the candidate's ability to work effectively in specific educational roles, and how these opportunities are aligned with the program's conceptual framework and approach to CFE.		Proposal includes an unclear or insufficient description and/or evidence of approach to incorporating CFE, or clearly describes and evidences an approach to CFE that does not meet state expectations.			
3.2	Location and learner contact	The location of the program's clinical and field based-experiences is evidenced and described as aligned with its purpose and allows for extensive experiences for the candidate's expected educational role, emphasizes experience with all learners[1], and provides amount of learner contact in line with state expectations.	CFE provides IAC minimum requirements of 9 wks of FT student teaching with experienced teacher and at least 5 days in a classroom with exp tchr during completion of the final 6 semesters of the program.	The evidence and narrative do not clearly describe the location of the program's CFE and/or amount of learner contact, or show a location and amount of learner contact that do not meet state expectations. CFE relies primarily on candidate observation and minimal expectations for actual responsibility for teaching.			

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
3.3	Supervision	CFE Supervisor is a university employed adjunct or faculty member specialized in candidate's anticipated educational role, familiar with location of CFE, and is capable of providing multiple forms of feedback. Supervision provides systematic formative candidate feedback based on actual observation of candidate's performance.		The evidence and narrative do not clearly describe the qualifications of the CFE Supervisor, or the CFE Supervisor is not a university employed adjunct or faculty member. Supervision of candidate's performance relies predominately on cooperating teacher. Program relies heavily on review of lesson plans rather than actual observation to provide candidate feedback.			
3.4	P-12 student learning outcomes	CFE includes opportunities to assess student learning outcomes in a variety of ways using formative and summative measures, develops candidate's ability to enhance learning by analyzing assessment results, and allows candidate to practice developing, delivering and analyzing results of commonly used assessments in the state and schools most appropriate for expected educational role.		The evidence and narrative do not clearly describe the student learning outcome assessments included in the CFE, or the student learning outcome assessments do not meet state expectations. Program relies heavily on candidate reflection on lessons rather than on P-12 student learning data to determine effectiveness.			

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
3.5	Diversity	CFE provides opportunities for candidate to participate with students of diversity[2] in a variety of ways, including that of the candidate's expected educational role, as well as opportunities to work with similarly diverse parents, administrators, and school staff. Tracking system ensures all candidates have opportunities to work with diverse populations.		The evidence and narrative do not clearly describe the diversity experiences within the CFE, or the diversity experiences within the CFE do not adequately prepare the candidate to help all students[1] learn. Systematic tracking of experiences to ensure all candidates have opportunities to work with diverse candidates is not ensured.			
3.6	Grade level coverage	CFE provides opportunities to the candidate to perform at all developmental levels for which the program is recommending licensure, as well as opportunities to perform at a wide range of developmental levels. Opportunities must revolve around actual students, but are not confined to only school settings.		The evidence and narrative do not clearly describe grade level coverage, or the CFE does not ensure candidates have opportunities to perform at all developmental levels for which the program is recommending licensure.			

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[2] *"All Students" and "All Learners" refer to diversity created through differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area per the NCATE definition.*

Standard 4 Evaluation:

Program Evaluation

1. The Unit Assessment System clearly denotes how the program and program participants will be assessed. Specific attention should be paid to addressing how the new program assessment fits within the current UAS and how data will be disaggregated for program assessment and improvement.

2. There are provisions for continuing evaluation of the program based on performance criteria to be met by those graduates completing the program.

Candidate Evaluation

1. The program has systematic procedures for monitoring candidate admission, progress and completion of the program.

2. The proposal includes a description of assessment procedures and timelines that reference the approved Unit Assessment System and specifies:

a. products and performances to be assessed, and

b. standards of performance required to advance in the program.

3. The proposal should include plans/assessments to address, candidate content knowledge (min of 2 assessments for this area), pedagogical knowledge, student impact/P-12 student outcomes, SBRR reading, use of technology for effective teaching and cultural competency.

4. Systematic approaches are used to assist candidates who are making unsatisfactory progress in their programs.

5. Candidate evaluation includes all required testing requirements for licensure available at the following link:

http://www.doe.in.gov/educatorlicensing//pdf/TestingScores.pdf

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
4.1	Unit Assessment System (UAS) program evaluation Unit = Preparation program	Includes a summary of UAS. Regularly examines validity and utility of program data produced and makes modifications to keep abreast of changes in assessment technology and in professional standards. Regularly evaluates the capacity and effectiveness of the UAS with internal and external stakeholders. Effective steps have been taken to eliminate bias in assessments and to establish fairness, accuracy and consistency. Data is systematically used for program improvement. Provisions are in place to collect follow-up data.		UAS is limited in data collection including candidate and graduate performance information which can then be used to improve program. UAS does not regularly and comprehensively gather, aggregate, summarize and analyze assessment information on its programs. UAS does not use appropriate information technologies to maintain its assessment system. Bias in its assessments has not been examined. Efforts to establish fairness, accuracy, and consistency are not apparent. Data collection system has not been demonstrated to be consistent and successful.			

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
4.2	UAS Flowchart and Timeline	Program ensures systematic collection and analysis of data. Specific timelines are established. Candidates receive formative and summative feedback at intervals throughout prep program so that feedback can be used for effective growth.		Program does not appear to ensure systematic collection and analysis of data. Candidates are provided limited opportunities to receive regular performance based feedback.			
4.3	Content Knowledge Assessment	Program will collect data from two assessments illustrating candidates have in-depth knowledge of content they plan to teach. One assessment for this area must include external data such as required licensing assessment if available. Portfolio documentation will not be considered for exemplary for this criteria.		Program does not ensure all candidates will demonstrate adequate content knowledge. Program does not offer an external assessment.			
4.4	Pedagogical Knowledge Assessment	Program will collect data showing candidates present content to students effectively. In advanced programs, candidates have expertise in pedagogical knowledge and share expertise through leadership and mentoring roles.		Program does not ensure all candidates will demonstrate adequate pedagogical knowledge.			
4.5	P-12[3] student outcomes assessment	Program will collect data showing strong relationship of performance assessments to candidate success with P-12 students in the preparation program and later on in classrooms or schools.		Program does not ensure all candidates will demonstrate effectiveness based on adequate P-12 student learning outcomes. 1 teacher work sample project during student teaching does not provide adequate opportunity for candidates to use data to determine candidate effectiveness.			

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[3] P-12 refers to developmental levels for which the candidate is seeking licensure. The expectation is not that all candidates are prepared to meet expectations for all grade levels.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
4.6	Using technology P-12 assessment	Program collects data demonstrating candidates' use of technology effectively with P-12 students. Candidates are held to high expectations in assessment. Assessment ensures reliability and validity of measurement.		Candidate may have opportunity to use technology in preparation program, but limited focus is on candidates' use of technology to determine effectiveness with P-12 students. Assessment may not meet state expectations for rigor or be an effective measurement this area.			
4.7	SBRR	Program collects data demonstrating candidates' proficiency in delivering SBRR instruction. Assessment is connected to P-12 student learning. Assessment ensures reliability and validity of measurement.		Candidate may have limited opportunities to demonstrate SBRR instruction. Assessment may not be connected to student learning. Assessment may not meet state expectations for rigor or be an effective measure for this area.			
4.8	Rubrics	Rubrics are well designed, reliable, valid assessment tools.		Rubric(s) may not meet state expectations for rigor. Rubric(s) may not appear to be reliable or valid. Rubric(s) may not be designed to be an effective measurement tool.			

Standard 5: Faculty – The faculty is qualified to perform their assignments by virtue of either advanced study or demonstrated competence in the area of their assigned courses/supervision. If faculty/instructors are not selected at the time of the proposal submission, this chart may be submitted at a later date. A faculty/instructor proposal will need to be submitted and a final submission date can be negotiated with the state.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
5.1	Qualifications	Faculty have earned doctorates or exceptional expertise and have contemporary professional experiences in school settings at the level for which they teaching and/or supervising. Faculty model best professional practices in teaching as demonstrated in syllabi.		Faculty may not have expertise and contemporary professional experiences that qualify them for their assignments.	.		

Standard 6: Resources –

1. The program is sufficiently organized, unified, and coordinated to allow fulfillment of its objectives and purposes.
2. Resources are available in the areas of personnel, funding, physical facilities, library equipment, materials, and supplies to offer a quality program.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
6.2	Governance	Leadership for program ensures effective coordination of systems needed. Governance process manages curriculum, instruction and resources needed to support high quality program.		Leadership does not ensure effective coordination of all systems needed to ensure high quality program.			
6.3	Financial Stability	Budget permits high quality program to be effectively executed.	The budget permits an effective with minimal budget expectations.	Budget allocation does not ensure high quality program can be effectively executed.			
6.4	Resources/ Facilities	Unit has adequate facilities (if applicable) and resources (library, technology, etc) needed to support candidates in meeting all required state standards. Distance learning programs provide reliability, speed and confidentiality of connection in delivery system.		Program does not ensure adequate facilities or resources needed to support candidates have been established.			

Standard 7: Evidence of Prior Successful Teacher Preparation – The program has evidence of successful preparation of teachers in other content areas or in other states. The program presents a compelling justification for effective teacher preparation if program is new.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
7.1	Data or Compelling Argument	Program has evidence-based support that it has been effective in the past or has provided compelling justification for why we should approve their new program.		Program does not provide a compelling evidence-based history or argument for program approval.			

Standard 8: Schedule – The program includes a timetable that outlines the program starting dates, including how candidates will be informed regarding program guidelines and expectations.

	Evidence	Exemplary (3)	Adequate (2)	Inadequate (1)	Not Provided (0)	Score	Comments
8.1	Projected Implementation	Plan for communication, implementation, graduation, and anticipated census are included in proposal.		Inadequate plans have been made for program implementation.			